

# Glossary

This glossary explains terms used in all seven Stages and provides additional information about these topics and others that are important in the areas of assistive technology, software, and education.

<b>Abbreviation expansion</b>	A feature that allows the user to set up abbreviations for frequently used words or phrases and then type them with just a keystroke or two.
<b>Accessible</b>	Designates that a program is able to be used by an individual with special physical requirements through alternative input devices or methods.
<b>Adaptive hardware</b>	An input device or computer component that has been altered for use by individuals with physical disabilities or custom access needs.
<b>Alternative keyboard</b>	A keyboard with special features designed for individuals with physical or cognitive disabilities. Examples include one-handed keyboards, keyboards with large buttons, keyboards with symbols, etc.
<b>Assessment</b>	A process by which a team of highly-trained professionals observes and evaluates an individual to determine his or her status and specific needs.
<b>Assessment activities</b>	Tools designed to be used to evaluate an individual's skills or abilities.
<b>Assistive technology</b>	Devices or tools that have been designed for those with special needs. These may include "high-tech" items such as computers or "light-tech" devices such as a bathtub handrail or pencil grip.
<b>Auditory feedback</b>	A sound that is produced in response to a user's action. It may be in the form of a short sound, spoken text, or a spoken label. It is frequently used with individuals having a visual impairment or learning disability.
<b>Behavioral objective</b>	A specific goal that is based on an individual's action or response.

<b>Categorization</b>	A grouping of objects based on similar attributes.
<b>CD-ROM</b>	A form of storage similar to a floppy disk, except that you cannot change its contents and it can store a large amount of computer data (about 650 MB). CD-ROM stands for Compact Disc-Read Only Memory.
<b>Cognitive development</b>	Growth in the ability to think, learn, and understand.
<b>Content</b>	As related to software, the material (words and graphics) that is presented.
<b>Convergent thinking</b>	A thought process through which an individual gathers information that leads to a single focus or conclusion in order to answer a question posed.
<b>Distracter</b>	A sound, picture, or text that is designed to direct attention away from an intended target.
<b>Divergent thinking</b>	A thought process through which an individual pursues self-initiated exploration of ideas and concepts that fan out from a starting focus.
<b>Feedback</b>	The manner in which the software responds to a user's actions; feedback may be auditory, visual, or multisensory.
<b>Grammar checker</b>	A feature of some word processors that checks for grammatical errors and suggests corrections.
<b>Hardware</b>	The physical electronic devices or computer components, including the monitor, processor, hard drive, printer, mouse, keyboard, etc.
<b>High-tech</b>	Related to complex technology, typically computers and other electronic devices.
<b>IEP</b>	(Individualized Educational Plan) A detailed program customized for a learner with written objectives and required educational assistance.
<b>Input device/method</b>	The means by which an individual accesses a computer.
<b>Insertion point</b>	A marker within the content of the computer screen that shows where the next letter or symbol entered will be placed.

<b>Interactive</b>	In software, a display that allows a user to make choices and cause actions.
<b>Inventory</b>	A tool designed to gather preferences and abilities in an evaluation of an individual's skills.
<b>Keyboard</b>	An input device that allows an individual to type letters, numbers, and special characters and send them to a computer. Many types of keyboards for people with disabilities are available, such as those featuring large keys, flat panels, one-handed layouts, and pictures or icons.
<b>Language development</b>	Growth in the ability to understand the meaning of words or gestures and to generate words or gestures that convey meaning in order to communicate.
<b>Level of representation</b>	The concreteness with which a target is symbolized. Some learners can recognize a target when they see a photograph of it, but not when they see a line drawing of it, or its name in text.
<b>Light-tech</b>	Related to simple technology, typically non-electronic devices and tools. Also called low-tech.
<b>Management system</b>	In software, the part of the program that tracks user responses and summarizes the results of an interactive session.
<b>Menu</b>	In software programs, a set of options available to the user. Standard menu functions found in most software programs allow you to open and print files, change settings, and exit the program.
<b>Modified test</b>	A standardized test adapted for an individual user who might not otherwise be able to take the test. Note that modified tests are not considered valid, but that the results may still be reliable and useful.
<b>Mouse</b>	A small input device connected to your computer that allows the user to move a cursor on the screen and to click (select) targets.
<b>Object identification</b>	The naming or labeling of an object or a picture of an object.

<b>Object representation</b>	The way in which an item is presented. Typical levels of representation are photographs, color symbols, line drawings, and text.
<b>Preferences</b>	A set of options that the user can adjust within a computer program. For example, the user may be able to specify an input device, control aspects of how the device behaves, adjust settings for spoken or displayed labels, set a difficulty level, choose the number of activities to present, or select the content.
<b>Prompt</b>	In software, the way in which the user is encouraged to make a response. A prompt might be visual, auditory, or both.
<b>Pronunciation exception</b>	A feature that allows the user to customize how a word is spoken. Typically, these revised pronunciations can be saved for future use.
<b>Rate enhancement</b>	A tool or method that allows a user to increase the speed and efficiency of communication. A word completion program is one example of rate enhancement software.
<b>Program</b>	See Software.
<b>Receptive language</b>	Words and gestures conveying meaning that a learner understands, although he or she might not yet be able to generate those words and gestures.
<b>Scanning</b>	A computer access method for switch users. Choices on the screen are highlighted one at a time and the user indicates his or her choice by activating an input device. Various methods of scanning—automatic scanning (auto scan), step scanning, single-switch scanning, multiple-switch scanning—can be used, depending on the user’s abilities and preferences. A Stage One or Stage Two learner is not ready for scanning, but some software for these Stages supports scanning for making choices. Such software might also be useful at higher Stages.
<b>Software</b>	A set of instructions to the computer to perform a specific task or function. Also called a program.
<b>Spell checker</b>	A feature of some word processors that checks for spelling errors and suggests corrections.

<b>Switch</b>	A device which, when activated, closes an electrical contact to send a signal to the computer. Switches are available that can be activated by touch, blowing, or a tiny movement such as raising an eyebrow.
<b>Switch-adapted toy</b>	A mechanical or electronic object that can be activated by pressing a switch. Such toys give play opportunities to learners with special access needs.
<b>Switch interface box</b>	A hardware device that allows you to connect one or more switches to a computer.
<b>Text-to-speech</b>	The conversion of typed words to a spoken version of those words using a computer-generated voice.
<b>Touchscreen</b>	A sensitive overlay on a monitor that can detect pressure and activate a target where touched.
<b>Visual feedback</b>	A response to a user's action that can be seen, such as a change of color or an animation. It is frequently used with individuals having a hearing impairment or learning disability.
<b>Word completion software</b>	A type of program that allows a user to start to type a word, presenting choices of possible target words based on the letters already typed to complete the word. This feature makes communication very efficient for users who can type but not speak. It can also help users who have difficulty spelling or typing. Some software combines word completion and word prediction features.
<b>Word prediction software</b>	A type of program that presents choices of possible target words based on previously typed words and letters. In other words, the program supplies possible words to follow the ones already typed. This feature makes communication very efficient for users who can type but not speak. It can also help users who have difficulty spelling, typing, or composing a thought. Some software combines word prediction and word completion features (see above).
<b>Word processor</b>	A computer program that allows a user to enter and revise text.

**Word wall**

A way to display study words in a readily accessible place so that learners can refer to them during reading and writing tasks. In a classroom the words are typically mounted on colored paper to facilitate learning groups of words. Then this is taped on the wall or pinned to a bulletin board. Teachers use various strategies for selecting appropriate words, and then use the word wall for classroom activities designed to help learners master them.

# Technical Q & A

## Macintosh and Windows

**Question:** How do I use IntelliKeys with Stages activities?

**Answer:** Stages will automatically detect if an IntelliKeys keyboard (USB or Classic) is connected and will automatically load the appropriate overlay, based on the input method you have set. You can press IntelliKeys directly or use a switch connected to it.

Click the Change Settings button at each Stage to change to an appropriate input method.

- Stages 1–2: select the IntelliKeys setting
- Stages 3–7: select the Auto Scan or the Step Scan setting;  
you can specify if you are using one or two switches  
connected to IntelliKeys so that the correct prompt  
image is displayed and this information is included in  
the report

For best results, make sure you have downloaded the most current version of USB IntelliKeys software from [www.intellitools.com](http://www.intellitools.com).

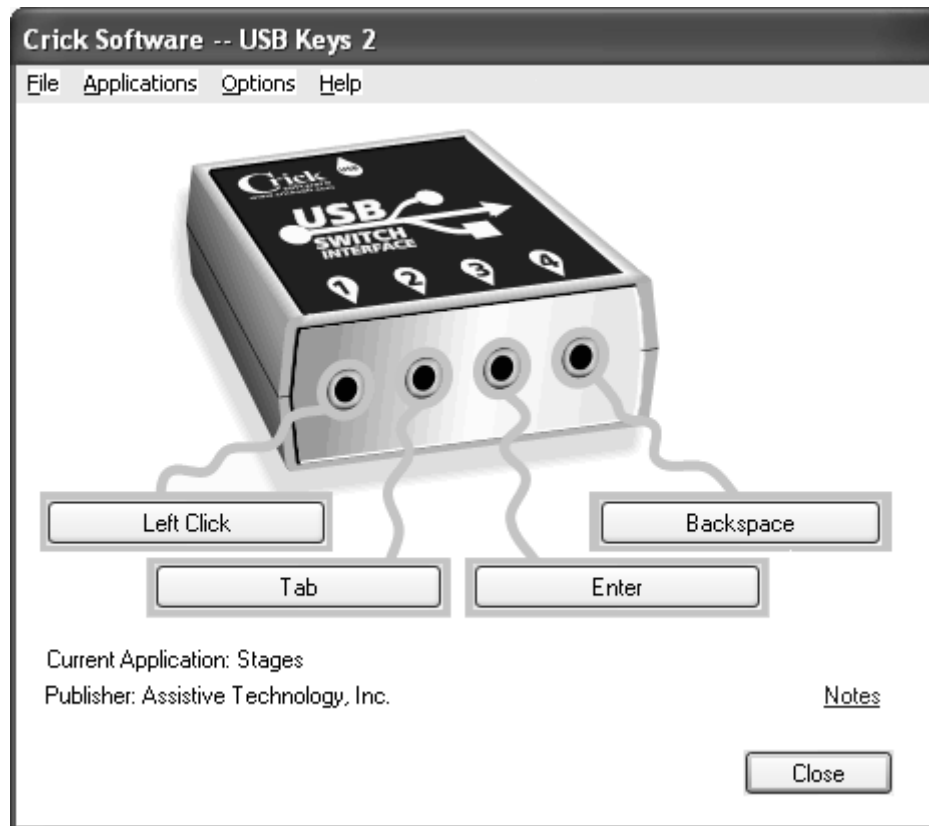
For information on printing overlays and loading overlays manually, please refer to the Read Me files in the Overlay folder on the Stages CD.

**Question:** In **Stage One**, how can I tell if IntelliKeys is set up correctly?

**Answer:** Click the Change Settings button at the Stage One menu screen. Click the IntelliKeys button at the top of the Preferences screen to select it as your input method. Click the 'Test IntelliKeys Keyboard' button. At the test screen, click on a button to load the Press & Hold overlay. Then press down on the IntelliKeys (or a switch connected to it). The image of the keyboard will rotate for as long as you press on IntelliKeys. To test the Press & Release overlay, click the button to load it. Then, touching the keyboard will increase the counter number at the bottom of the screen. You do not have to load the overlays at this test area to use Stage One with IntelliKeys. The appropriate overlay will load automatically when you start the activities.

**Question:** How do I use the Crick USB Switch Interface with Stages?

**Answer:** You can set up the four switch jacks for Stages using the Crick USB Switch Interface software. Use the diagram below as a guide to what settings to use.



- |                |   |
|----------------|---|
| 1 - Left click | Use for Stages 1–2 and Auto Scan at Stages 3–7.                                   |
| 2 - Tab        | Use for Switch 1 with Step Scan.  |
| 3 - Enter      | Use <Enter> or <Return> for Switch 2 with Step Scan.                              |
| 4 - Backspace  | Use <Backspace> or <Delete> at Stages 3–6.<br>Use ~ to step backwards at Stage 7. |



**Question:** Can I import the saved Stages report data into other applications?

**Answer:** Yes, you can. The reports are saved as text files. After you quit the assessment activities, go to the folder where you saved the reports. Double-click on a report to open it. On a Windows computer, the report will open in WordPad. On a Macintosh computer, the report will open in SimpleText.

You can also open the report file in other word processing applications. First launch the word processing program, then open the report file. You may need to specify the type of file before the application can see it. For example, in Microsoft Word, select "Text Files" under "List Files of Type:" in the Open dialog box.

In a word processing program, you can edit the file, combine files by copying the data from one file and pasting it into another, change the formatting of the report, or print it. Use the commands provided in the word processing program to accomplish these tasks.

You can also open a saved Stages report in Microsoft Excel, a spreadsheet application. Since the report file uses a standard "tab-delimited" structure, you may also be able to import it into databases that support that type of file. To import the file into Excel, first save the report, then follow these steps:

1. Quit the Stages program, then open Excel.
2. Choose Open from the File menu in Excel.
3. Look for the pull-down menu named "Files of type:" at the bottom of the Open dialog box. Change "Microsoft Excel files" to "All Files" so it can see the report file.
4. Find the Stages report file you wish to open.
5. Click once on the name of the report, then click Open.
6. In the "Text Import Wizard" that opens, click Finish.
7. After the data appears, hold down the Shift key and highlight columns A and B.
8. In the Format menu, choose "Column", then "AutoFit Selection" to format the data so it is easier to read.

Because Excel lets you open more than one file, you can copy and paste data from one spreadsheet to another to compare one learner over time or to compare the performance of different learners using the same activities. Refer to the Excel Help menu for details on how to operate that application.

# Macintosh

**Question:** Is there a way to make the program's window larger, so that it fills more of the screen?

**Answer:** You can change the resolution of the monitor to adjust how large the Stage One activity window is on your monitor. To do this, select Control Panels from the Apple menu (🍏) at the left corner of the menu bar before you start Stage One, then choose the 'Monitors & Sound' control panel. On the right side of the dialog box, the current screen resolution will be highlighted. Click on a different resolution to change this setting. The smaller resolution numbers offer the largest images on the monitor. For example, if you choose 640 x 480, the smallest numbers, the Stage One window for the activities will enlarge to fill the screen. Note that this may not work with laptop displays.

**Question:** I'm running Mac OS 9 (or earlier). In **Stage Seven**, I am not hearing text-to-speech readback. What can I do?

**Answer:** Choose Extensions Manager from Control Panels under the Apple® menu. Check to make sure that the Speech control panel and the Speech Manager extension are both installed and enabled. (A control panel or extension is enabled if the box in front of its name is checked.) If either one is disabled, check its box, then restart the computer. If you do not see either one listed, you can install them both from your Mac OS System CD. Launch the Installer, choose Custom Install, select the option for English Text-to-Speech, and click Install. Text-to-speech should now work with Stage Seven. If you continue to experience problems, contact ATI Tech Support at 800-793-9227.

**Question:** Why isn't the Discover:Switch working properly with the activities?

**Answer:** Make sure to choose "Discover Switch" in the Settings screen and that the "\*Click Only Single Switch" setup is attached to the Stages application. Refer to your Discover:Switch documentation for details on attaching setups.

**Question:** I have an older Power Macintosh computer without much memory and the activities seem to become increasingly sluggish as I go through them. What can I do to speed them up?

**Answer:** Turn on Virtual Memory in the Memory control panel. If Virtual Memory is already turned on, increase the amount of Virtual Memory. You can also run the program from your hard drive instead of from the CD. Create a folder on your hard drive and copy the contents of the CD to it. You will need to keep the Stages CD in the CD-ROM drive.

**Question:** I'm running OS 9 (or earlier). The initial file location for the report is the CD, where I can't save it. Is there a way to make it look somewhere else?

**Answer:** In the General Controls control panels under Documents, select "Folder that is set by the application" to use the default save location.

**Question:** What do I do if Stages doesn't recognize my USB IntelliKeys keyboard?

**Answer:** Stages should automatically install three required IntelliTools files that allow Stages to run with IntelliKeys. Check to make sure those files were installed.

Navigate to the following folder:

for Macintosh OS X users:

Macintosh HD:Library:Application Support:IntelliTools

for Macintosh Classic users:

your hard drive:System Folder:Application Support:IntelliTools

These 3 files should be present in that folder:

Carbon Sending.shlb

Classic Sending Helper

Classic Sending.shlb

If these 3 files are not present, you can copy them from the IntelliTools folder on your Stages CD. Create an IntelliTools folder in the Application Support folder on your hard drive, if it does not already exist. Then select the 3 files from the IntelliTools folder on the Stages CD and drag them to the Application Support:IntelliTools folder on your hard drive to install them.

## Windows

**Question:** Is there a way to make the program's window larger, so that it fills more of the screen?

**Answer:** You can change the resolution of the monitor to adjust how large the Stage One activity window is on your monitor. To do this, click the **Start** button, then choose **Settings**, then **Control Panel**. Double-click the **Display** icon on the **Control Panel** window. Click on the **Settings** tab at the top of the **Display Properties** dialog box. Move the slider for 'Screen area' toward 'Less' to increase the size of the activity window. The smaller resolution numbers offer the largest images on the monitor. For example, if you choose 640 x 480, the smallest numbers, the Stage One window for the activities will enlarge to fill the screen. For best results, use a screen resolution of 1024 by 768 or lower. Note that this may not work with laptop displays.

**Question:** Why doesn't the report print properly from Stages?

**Answer:** If your printer prints a blank sheet or a sheet with a solid black rectangle, try setting the color depth of the display to 16-bit. To do this, click the **Start** button, then choose **Settings**, then **Control Panel**. Double-click the **Display** icon on the **Control Panel** window. Click on the **Settings** tab at the top of the **Display Properties** dialog box. Use the pull-down menu under **Colors** to choose **High Color (16 bit)**.

**Question:** I am not hearing text-to-speech readback in Stage Seven. What can I do ?

**Answer:** Open this folder on the CD: Project\Stage Seven\Project\TTS. Double-click the icon for the file named sapi.exe, the Microsoft Text-To-Speech engine. Then double-click the icon for the file named msttsa221.exe, which contains the voices. Text-to-speech should now work. If you continue to have problems, contact ATI Technical Support at 800-793-9227.

**Question:** Why do I set up Stages to work with a switch connected to my IntelliKeys keyboard?

**Answer:** At Stages 1 and 2, set the input method to Switch in the Preferences screen, then check the button for IntelliKeys with Switch. Stages will automatically load the appropriate overlay, allowing you to press the IntelliKeys keyboard or the switch. At Stages 3 through 7, select Auto Scan as the input method in the Preferences screen, and check the box that says your switch is connected to IntelliKeys. This will automatically load the Autoscan overlay.

**Question:** In **Stage One**, does the Discover:Switch work with Press and Hold activities?

**Answer:** Unfortunately, the Discover:Switch does not recognize separate “mouse down” and “mouse up” events that are required to program and monitor Press and Hold activities. You can use another type of switch, the mouse, or keyboard with the Press and Hold activities on a Windows computer.

**Question:** In **Stages Two and Three**, why isn’t the Discover:Switch working properly with the activities?

**Answer:** Make sure that you have selected the “Click Only Single Switch.sus” setup.

**Question:** Why does my computer go to sleep when I press the Discover:Switch?

**Answer:** Contact Madentec, Inc. (contact information below) for a software patch that will allow the Discover:Switch to work properly with computers running Windows 98 or Windows 2000.

**Question:** What do I do if I cannot type on the keyboard when the Discover:Switch is active?

**Answer:** The new Discover:Switch model for Windows, which has a cable that you can unplug from the switch, is not compatible with some external keyboards. Try connecting a different keyboard, such as an older, plain IBM keyboard. (This problem does not occur with the original Discover:Switch for Windows, which has a cable permanently attached to the switch.)

For more information or assistance with any of these Discover:Switch issues, please contact Madentec, Inc. (877-623-3682 or 780-450-8926).

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